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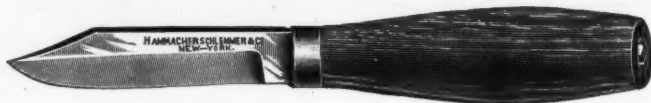
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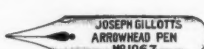
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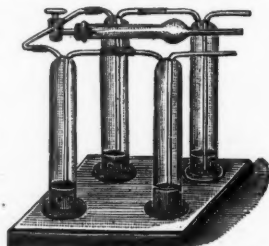
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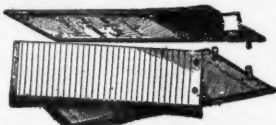
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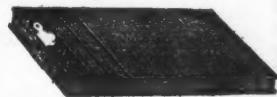


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V. I. LIX

For the Week Ending July 1.

No. 1

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## Efficient and Inefficient Teachers.

By DR. F. LOUIS SOLDAN, Supt. of Schools, St. Louis, Mo.

"The welfare of the child shall be the highest law," is the principle on which every school should be conducted. To it all other considerations must yield. The wisdom of school laws, the merits of school officials, the efficiency of teachers may ultimately be judged by the way in which the interests of the children are affected by them.

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There are unlovable children seemingly irresponsible to word and act of kindness, with whom it may be difficult to remain in sympathetic touch. But, for all that, the teacher who does not love childhood, in spite of its mischief and naughtiness, its apparent slowness or dullness in lessons, who does not enjoy, in a measure, even the vagaries of childhood, has erred in choosing her vocation. The presence of a nagging, scolding, morose, fault-finding, or habitually discontented teacher or principal is a calamity to a school and a misfortune to a school system. A wise teacher makes the child's sojourn in her room both profitable and pleasurable.

The teacher adjusts herself to the ways of childhood in order that the child may adjust himself quickly and willingly to the demands of education. Her vocation requires a constant compromise with the natural frailty and the infirmities of child nature, but there must be no compromise whatever in regard to the great and exacting aims of the school-room work, the teaching of the good and true, or, in other words, in regard to valid and lasting results in discipline and instruction.

### Professional Progressiveness.

The school time of many children is limited to two or three years, and every moment of their time should be utilized to best advantage. Constant self-improvement and growth on the part of the teacher are, therefore, conditions of professional excellence. The regular reading of some good educational magazine, the study of good educational and general literature, the use of the public library, a fair participation in educational meetings, utilization of whatever opportunities of general literary, scientific, esthetic, or ethical culture the city or place offers, are obligations which the profession impliedly requires from every conscientious teacher. The least educational fitness which childhood can demand is that its teacher should be a live man or woman. The "personal equation" is of special importance in teaching, where much of the influence exerted over the child is by example rather than precept. Strong manhood or womanhood

is required to make a good teacher. Character and the personal habits of neatness, good taste, social and ethical refinement are as essential qualifications in teaching as physical health, and good hearing and eyesight.

In regard to instruction, the duty is to secure for the lessons the most potent educational influence on the development of character and mental power. An efficient teacher will see that the lesson is not a "re-citation," a term derived from the obsolete period in our educational history when the work of the school consisted in assigning pages in text-books and requiring that the words should be committed and "re-cited" verbatim. A lesson should not be a mere re-citation on the part of the child; it should rather be a thoughtful statement of the contents than the recital or repetition of an author's words. In conducting the lesson she has no thought of using it to display her own professional skill or brilliancy; but she puts the child in the foreground, and her whole aim is to give to his own acting as much time and scope as her skill can induce him to use. She speaks little, that he may speak more; she realizes the difference between telling and teaching. Her aim is to excite to activity, and for this purpose she enlists his interest. She makes instruction both profitable and attractive. She not only serves the intellectual food, but also stimulates the appetite.

### Teacher and Parent.

The teacher's authority has its source in that of the parent. As she respects her own position, she will respect that of the child's father and mother, and whatever she can do to increase the appreciation of parental care and guidance will help her to maintain her own authority. It is ill-advised for the parent to speak derogatorily of the teacher in the presence of the child; it is a professional error for the teacher not to manifest good will and respect for the parent at every opportunity.

There is no relation in the whole range of social life where the pre-supposition and need of co-operation is more natural and more imperative than in the case of the parent and teacher. It is clearly one of the professional duties of the teacher to strive to remain in harmony and friendly touch with the pupil's home. Teacher and parent impair their educational efforts by failing to keep in touch with each other.

While co-operation between school and home is desirable, no unnecessary demand for assistance should be made upon the latter, and the legitimate share of the work must be borne by the teacher, without worrying and nagging the parent with constant complaints about petty matters which belong to the legitimate duties of the school, and which a competent teacher should be able to set right without troubling others unnecessarily for assistance.

There is no parent who will not appreciate the faithful efforts of a teacher in behalf of his child. A teacher who understands how to make her room popular, by devotion to the children and good nature in dealing with parents, renders a service to the cause of public education. A teacher who gets into trouble with parents habitually and establishes a general reputation of unfriendliness had better indulge in a process of self-examination and reform. No teacher should forget that a parent's life is as full of trials as her own, and that the experience with a troublesome child is likely to be as irritating at home as it is in school.



### Relations With Other Teachers.

Belief in the public schools as a system involves the willing acceptance by each teacher of the conditions on which it rests, namely, willing and helpful co-operation with other persons employed in the same work. Each teacher must adjust her individuality to efficient service with fellow-teachers and co-workers. Where masses devote their lives to joint labor for a common purpose, subordination, self-discipline, and active loyalty become essential duties. Without this there can be no concentration of efforts, no wise husbanding of means, no control, no unity of purpose, no efficient maintenance of education on a large scale.

One of the qualifications required of the public school teacher is her fitness for co-operative work. This means the ability to get along pleasantly with fellow-teachers, with principal, parent, and school officials, and to labor in close and helpful harmony with them.

A proper regard for the professional reputation of others, of the public schools at large, seems to be a self-evident duty. No personal advantage can be gained by the flippant and sweeping condemnation of the work and qualifications of other teachers or schools.

There is no worse piece of folly than that of which instances, fortunately rare, are found in many places, from the primary room to the university—than the fatuous complaints about the alleged poor instruction which the children have found in the grades below their present one. Sometimes a university complains about the derelictions and inadequacies of high-school instruction, the high school about the grammar schools, and in the latter, room No. 1 complains about No. 2, and so down to the primary room, which, perhaps, is so fortunately placed that it has a kindergarten preceding it, about whose derelictions it can complain.

### Principal and Community.

There is no more important office in our whole school organization than that of the principal. Our whole system in its daily working is based on the idea that the principal is the one in whom the highest local authority is vested. Great authority is connected with duties correspondingly great.

Every principal should endeavor to make his school a favorite with the people, which is the natural position for any public school to occupy. Our people believe in public education and cherish it. Where a school is not popular, the probable reason is usually some mistake of omission or commission in its management.

The best and most direct way to make a school popular is to make it efficient in instruction and discipline. Efforts in this direction are sure to find their reward in public appreciation. If, in addition to this, a principal makes it the rule of his own and the teachers' management to cultivate pleasant relations with parents, it will certainly lead to that kind of popularity which is desirable.

This does not at all mean that the principal should allow his school to become lax in discipline, or that he should be irresolute in dealing with refractory pupils, or should be accommodating and time-serving when unreasonable demands are made on him; politic weakness is sure to result in loss of public confidence and respect. A weak man or woman cannot be an efficient principal. Our people do not wish that bad boys should grow up uncorrected. What is required of the principal is strict attention to his business, a certain kindness of disposition toward children and parents, and the manifest wish to satisfy just demands.

The amount of routine business which the principal of a large school is called upon to attend to in the course of a day is exceedingly laborious. Yet it would be a great error for a principal to lose himself in details, which, after all, are of secondary importance, compared with the great duty of being the leader and guide of the teachers and children. To distinguish well between what is important and what is unimportant in his duties is a test of a principal's good judgment.

### Principal and Teachers.

Participation in the same work may be made a source of mutual improvement for principal and teachers, if they are willing to profit by the opportunity. Every principal must educate his corps of teachers, and it may be said, without fear of contradiction, that he in turn is educated by them thru the work and methods he observes in their rooms.

The professional conversations with teachers, if properly managed, may be a source of reciprocal training. There can be no better pedagogical schooling than to be compelled to find valid educational reasons for every method of teaching and every problem of discipline.

Teachers' meetings, in the second place, hold an important position in harmonizing and unifying the work, and no school should be without them. Teachers' meetings are always useful, but their measure of success depends largely on the tact of the teachers and the personal qualities of the principal. They tend to establish spiritual touch and community of intellectual life among the members of the corps.

### Qualifications of Principals.

The principal holds his office by appointment of the board of education; but this appointment is ultimately based on the supposition of superior scholarly attainments, pedagogical skill, and executive ability. These qualities should be just as much in permanent evidence, as conditions on which the principal's authority rests, as his annual reappointment. The principal's authority, in a higher sense, can be maintained best by constant self-improvement, reading, and study; without these, scholarly qualifications soon become obsolete.

In qualifications confined to routine ability there is not a sufficient element of progress. There is good teaching done elsewhere, and the child has a right to demand that his leader, on whom his education depends, should be informed of the best work and thought current in educational literature and practice. He should be able, when occasion arises, to give good pedagogical reasons for his practical directions, more valid than "I think so," or, "This is the way in which I think it ought to be done."

Official authority supported by personal qualifications constitute the most efficient kind of leadership and will easily find responsive following.

The principal is answerable for the condition of his school, and for this reason it is his duty to speak to a teacher frankly when he discovers errors in her instruction or management, and to make suggestions whenever he sees that they are in the interest of the children.

This task need not be, and will not be, unpleasant, unless principal or teacher makes it so; the former by inconsiderate manner in making a criticism, and the latter by unbusinesslike sensitiveness in receiving it. It is a great mistake ever to make criticism the outcome of a fit of anger or passion. Criticisms are part of a teacher's official business, and must not be made an indignity by the way in which they are given or received.

While the principal is the absolute judge of all arrangements in his school there is no need of having the whole work conducted on the dead level of uniformity. To deprive teachers of the freedom of movement means to deprive them of self-confidence, and to sap individuality, which is the main source of vigorous and progressive teaching.

Cases of absolute inefficiency cannot be tolerated in a school where the interest of the child is the highest law. In this class must be included all those cases of inefficiency where the possible cure is so slow and uncertain that the children would suffer by the attempt.

There are physical as well as ethical defects which no training, no patience, on the part of the principal, no help extended, no frankness of criticism, can change, or even mitigate.

Where old age is accompanied by a decline of power that prevents the competent performance of essential duties, it may necessitate the resignation of a teacher whose long and valued service in the public schools makes



everybody regret that she finds such a course necessary; but, on the other hand, the children's interest must be guarded, and there seems to be no other recourse.

A kind of absolute inefficiency which does not have the claim on sympathy that is due to old age or physical ailment is the habitual morose disposition that leads to unkind and unsympathetic treatment of the children. Objectionable habits of life, or qualities of character and disposition that set a bad example to childhood, must also be enumerated among the conditions that constitute absolute inefficiency. A lack of natural talent to impart knowledge, or the inability to control children, which time, experience, and assistance do not seem speedily to improve, must also be considered as elements of absolute inefficiency. The school can tolerate relative inefficiency in such cases only where there is the probability of speedy and permanent improvement. Inefficiency may result from absence of ordinary business capacity, such as the ability to be prompt and regular in attendance, and in school work and records; but these business qualities are largely matters of habit, and may be acquired whenever there is a modicum of talent and earnestness of purpose. There are also absolute demands which the interests of the public schools as an organization impose: willing co-operation with others, and ready subordination to constituted authority.

In all cases of absolute inefficiency an obligatory and speedy change of vocation is the proper remedy.

If the preceding discussion of the teacher's duties has served any purpose, it must have shown that the teacher's duties are exceedingly numerous, and that there is no one who can possibly attain absolute perfection in all directions of professional work. There is no teacher living who does not fall short of perfection in some way, and who is not less efficient in certain directions than in others. There never has been a system of schools, and there never will be one, that is not taught by teachers differing in talent and in degrees of efficiency in various directions.

Even with the best teacher, one day's work is not always as efficient and satisfactory as another's; in years of efficiency there are always days of relative inefficiency when, in the dealing with pupils or in the presentations of topics of instruction, the teacher herself is severely dissatisfied with her work. This consideration suggests that it would be unwise to judge a teacher's work adversely on the sole basis of a single or an occasional visit to her room.

A young teacher's professional immaturity may make her work seem inefficient compared with the work of one that is more experienced.

Even after the most careful preparation, thru high and normal school work, it requires three or four years of experience in the school-room to develop in a young teacher the highest degree of efficiency which it is possible for her to attain.

In a system of schools there is always some young teacher less skilled, less experienced and efficient than others. As long as she is manifestly growing and profiting by her daily experience in the school-room, makes use of suggestions for improvement, and is doing fairly efficient work, which is better to-day than it was yesterday, there is no remedy but the influence of time and training. It would be useless for school authorities to attempt to eliminate relative inefficiency by removal from office, unless the position can be filled by someone better qualified.

The question as to efficiency of teachers is always an important one in large systems of schools. "What shall be done with inefficient teachers? How can we discover their presence?" is the question which every school board will ask. An answer has been attempted in the preceding discussion. Absolute inefficiency can be neither cured nor endured by a school system. It must be eliminated by filling the position with a better-qualified teacher. Relative inefficiency, that is to say, temporarily unsatisfactory work, may be changed by training and experience to efficiency. Not a few of our principals, year

after year, when it happens that a teacher ranking somewhat below the average in ability is assigned to their schools, succeed, after a comparatively short time, in making such teachers efficient, thru the influence of their personality, and the help and guidance which they give. Principals render one of the most important services if they successfully educate their corps and help the weaker teacher to attain efficiency thru their influence and supervision.

It is an imperative duty, but by no means an easy one, for boards of education, principals, and superintendents to eliminate cases of absolute inefficiency. The person chiefly concerned is hardly in a condition to realize that she is inefficient. She honestly does not believe that her work is bad, and cannot understand why others should think so. If she could realize her inefficiency, it would probably not have existed for so long a time. In not a few cases inefficiency goes with a fixed conviction of personal excellence; the consciousness of having made the best effort that she is capable of blinds the one reported for inefficiency to the fact that even the best effort may be inadequate where nature has withheld the talent requisite for the instruction or control of children. To the person chiefly concerned the trouble is somebody else's fault rather than her own; it is due to some petty misunderstanding in the past, to social or religious bias, to jealousy, if it is not dictated by fancied petty animosity or is the result of an old grudge. As a rule in such cases, the plea is that of injustice on the part of the reporting officer, of prejudice, or hasty judgment, or insufficient information; it is alleged that the room has not been visited often enough by the principal or supervisors, or that their visits did not occur at the right time, and that the teacher has not had enough help, and has not been informed with sufficient frequency of the defects of her teaching. In cases of radical inefficiency the reporting principal finds himself, as a rule, in the most unpleasant position of being charged with injustice to one that depends on her work for a living. Every unfortunately incompetent teacher has a circle of friends who know her estimable social qualities, but not her professional shortcomings, and who do not realize the great injury which her presence in the school causes, since they naturally accept her valuation of herself as correct.

Nature and heredity have gifted woman with the ability to lead and teach children. If sufficient care in the education and appointment of young teachers is taken, and if sufficient help is given to those that need it, the number of teachers who are found disqualified to hold their positions should always be very small.

#### The Teacher's Tenure of Office.

Frequent changes in teachers would effect the continuity of the work of instruction, and are therefore not in the interest of the children. The teacher's tenure of office should be safe and depend on efficient work, and in no way on political contingency or social influence. This is a demand which every friend of good government and efficient education will make.

A teacher should be able to give her whole mind to the children, without being worried constantly by thoughts of loss of position thru some occult influence and thru no fault of hers.

Address before the Dept. of Superintendence, N. E. A. at Columbus.

#### Selecting Furnaces for Schools.

By ROBERT BRUCE, Clinton, N. Y.

When it comes to making a definite selection of furnaces for the heating of school buildings, it is necessary first of all to plan to suit the heater to the special requirements of the school building. The most that can be done beforetime by the board or committee having the matter in charge is to become thoroly informed upon the main qualities desirable in a first-class apparatus, the size or sizes needed, best net prices, etc. It

is well in this connection to remember that all furnaces well established on the market have favorable points for consideration, while none—save perhaps a seller—would claim all possible advantages, with no disadvantages for any one type or make. Neither would one attempt to prove the cheapest the best, nor does it necessarily follow that because a furnace is high in price that it is superior.

It is not always the best plan, and seldom is it practicable, to purchase a furnace and give it a trial, for unless it is determined what size is required for the building to be heated, dissatisfaction is apt to accrue to the purchaser and loss to the seller. Then, too, the successful operation of a heater depends so largely upon the manner in which it is set, in relation to the building, and the particular situation of the latter, that unless the one having oversight of the work has had considerable experience, he will not be apt to set it as perfectly as it ought to be in order to give it a fair trial. Hence the first thing to consider is what constitutes a good reliable furnace.

#### Durability, Economy, Ease of Management.

There are three essential features which should be prominent in all good heaters, namely, durability, economy and ease of management. The durability of a furnace is determined largely by the materials of which it is composed, and the manner of its construction. The material should be such as has been demonstrated by critical practice to be satisfactory both in light and heavy firing while in use, and withstand the action of damp basements when not in use. It is the average of opinion among those well qualified to judge that cast iron is the best adapted of metals to fulfil these major requirements.

In the construction of a furnace, flat surfaces should be avoided for all parts coming in contact with the fire, and those of circular form used, as the latter are less liable to warp or crack. Again, no part of a casting, or any one section of the fire-box should be such as to be subject to extreme heat while another corresponding part of the same section is comparatively cool, for the difference in the expansion and contraction may cause it to warp or crack, and necessitate frequent repairs. No bolts or rods should be employed for connecting the sections together, as they are liable to give way, loosening the joints, causing leakage of gas and a call for repairs.

The economy of a furnace is determined in a measure by the form of its construction, and the first point to notice is the provision made for conducting the products of combustion to the chimney. It will readily be seen that a furnace so constructed that the products of combustion pass directly from the fire-box to the chimney cannot be as economical of fuel as one provided with return or annular flues by which these products are compelled to pass a greater distance thru the furnace, thus utilizing the heat on a larger amount of surface before escaping into the chimney. The general principle is that the furnace which heats the largest amount of surface with a given amount of fuel, all other things being equal, is the most economical. The fact should not be lost sight of, however, that there is a vast amount of difference in the value of so-called heating surfaces. Good heating surfaces are those having such form and position in the furnace that the products of combustion will not only pass over them, but in passing be compelled to impinge against them, and at the same time have such form and position that the air in passing over them on the outside will also be compelled to impinge against them.

Practically only that portion of the air passing between the casing and the furnace, coming in direct contact with the latter, is heated, while that portion which does not come in contact with the surfaces is not heated, but passes thru into the hot-air chamber and pipes, mixing with and reducing the temperature of the air already heated. The reason why so many school furnaces consume large quantities of fuel without furnishing the required amount of heat, is that there is so much space between the casing and the furnace, and the construction and form of the surfaces are so faulty, that much air passes into the

pipes without contact with the surfaces and by the time it is delivered to the various registers it is of little value.

Surfaces so located that the air passing over them or coming in contact with them has already been heated to a temperature equal to that of the surfaces themselves are of little if any value, for the reason that a surface cannot impart heat to surrounding air of a higher temperature than that of itself. To illustrate this, suppose a furnace as usually constructed with fire-box and dome, and above and surrounding the dome a radiator. Now, at any stage of its operation the fire-box will be decidedly the hottest part of the furnace. The air flowing in at the bottom comes first in contact with the fire-box, and that surface being frequently at red heat, the air reaches a temperature almost equal to, or in rare cases even greater than that of the upper part of the furnace, so that while the upper part of the furnace figures largely in the total measurement of surfaces, it is of comparatively lesser value.

#### Economy of Cleanliness.

The frequent and thoro cleaning of all the surfaces that are liable to collect soot or ashes is necessary to assure economy in heating. The importance of this fact will be realized when we understand that with steam boiler makers and users it is estimated that 1-16 inch of soot will cause a loss of 13 per cent. of fuel, and 1-8 inch renders the heating surface practically useless. In view of this fact is it any wonder that the complaint is so often heard "that the furnace worked well for a year or two, but has since failed to meet expectations"? In some types of furnaces no provision is made for cleaning certain parts of the surfaces at all, unless everything is taken apart. A good furnace should have facilities for cleaning all of its surfaces and without removing any of the pipes.

The satisfaction to be obtained by using a furnace is often determined by the manner in which it is managed. To secure ease of management a furnace should have as few dampers as possible, and those so arranged that they can be operated from an adjoining room giving the operator full control of the fire. The fire-box should have sufficient depth to hold coal for at least ten hours without replenishing, and maintain an even temperature in severe winter weather. There should be also a good depth of ash pit to avoid the necessity of removing the ashes after every shaking and quickening of the fire, and at the same time sufficient space underneath the fire to guard against obstruction of free draught by choking ingress and egress.

It is well in this connection to call attention to the fact that in the purchase of a furnace, as elsewhere in merchandising, good apparatus costs more than poor apparatus.

#### What a Good Catalog Should Give.

If manufacturers in getting out their catalogs, would give, in addition to the lists of sizes of fire boxes and cases, the grate surface, the actual heating surface, the amount of air space between the casing and the furnace, together with the proportions which the grate surface, fire-box, air space and heating surface sustain to one another, and a general description of the particular type of the same, the interest of all would be better served than is usually done at present. Purchasers would then be able to determine the style of furnace best adapted to their needs. Such publications would be a step in the direction of educating school boards and other classes of buyers to that point where furnaces could be sold upon their merits for particular uses, and not altogether upon the buyer's fancy, and the talking ability of the agent. This is not claimed to be the last word upon this subject, and it is hoped that these suggestions will call forth the usual fair and intelligent criticism from readers of the SCHOOL JOURNAL, especially from members of school boards, in order that good to all concerned may result.



## Summary.

(1) The fire-box should be round, and of a depth equal to the diameter at the bottom, and as nearly straight as practicable.

(2) The grate should be full size of bottom of fire-box.

(3) The proportion of actual heating surface to grate surface should be about 36 to 1.

(4) Cubic contents of fire-box to grate surface about 15 to 1.

(5) Heating surface to air space about 30 to 1.

(6) A furnace thus apportioned, and constructed in accordance with the foregoing suggestions in regard to form and location, ought to have an average heating capacity of 1000 cubic feet of air to every 600 inches of heating surface. Any or all of the proportions quoted are, of course, subject to alteration under the influence of special conditions.

## The Heavens for July.

By MARY PROCTOR, New York.

During the month of July the position overhead is occupied by the constellations Hercules and Bootes, Hercules being to the east of that point and Bootes to the west. Between them is the Crown (Corona Borealis), marking what was once the uplifted arm of Bootes. The ruddy star Arcturus glittering on the knee of Bootes, is easily found by following the direction of the curve of the three stars in the handle of the Great Dipper. Under the foot of Hercules is the head of the Dragon, the Dragon being represented by the stars which curve between the Little Bear and the Great Bear. The Great Bear is midheaven between the point overhead and the northwestern horizon, the Pointers (Alpha and Beta) indicating the Pole star. Continuing the line indicated by the Pointers, beyond the Pole Star, it passes close to Gamma in the constellation Cepheus, and Gamma, in the constellation Cassiopeia. Cepheus is easily found by its resemblance to the letter K, while Cassiopeia is rather more like a straggling W.

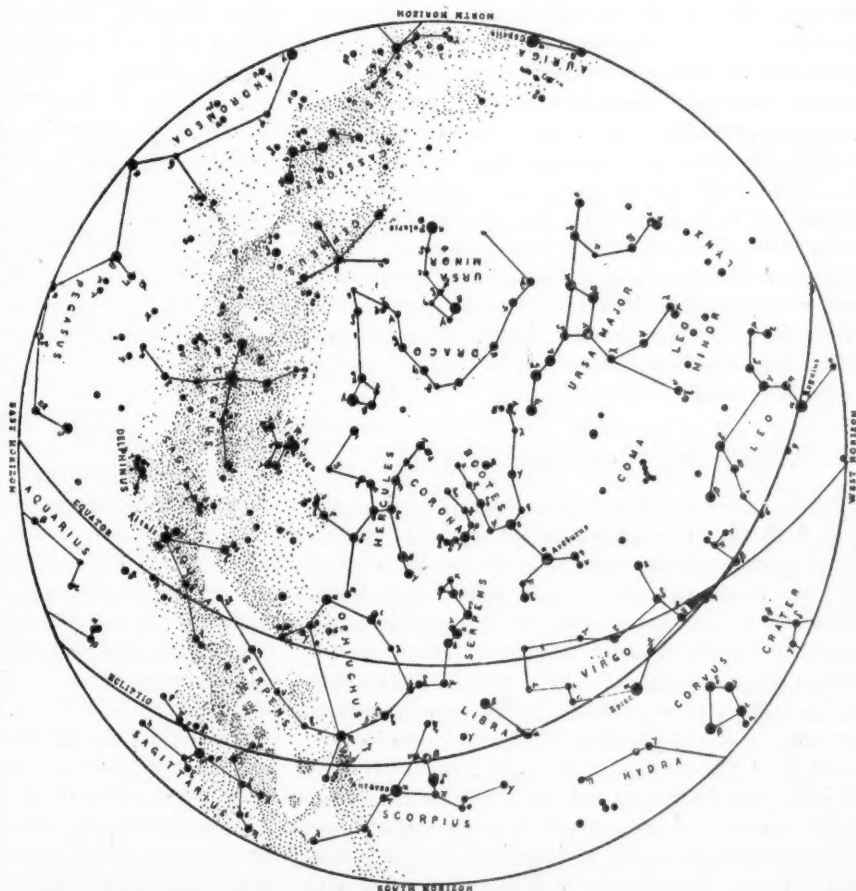
Returning to Arcturus in Bootes, a line drawn exactly from that star toward the southwest will cross the bright star Spica in the constellation Virgo. Above Virgo and midway between Bootes and the western horizon is Leo, while low down in the southwest is the Crow, and near it the Cup, which has partly set. Low down in the south and southwest is the Centaur and the Wolf which he was supposed to offer in sacrifice. In the southeast is the Goat (Capricornus) and the Archer (Sagittarius), aiming an arrow at the heart of the Scorpion, the heart being marked by the red star Antares. Beyond the Scorpion are the Scales (Libra) close to the Goddess of Justice (Virgo). South of Hercules is the Serpent. Holder (Ophiuchus), represented in the old maps as grasping a serpent in his hand. Beneath the Serpent is the Scorpion due south, and it is easy to recognize, in the arrangement of this group of stars, a resemblance to the figure of a scorpion with extended claws.

In the east is the Swan, the famous Northern Cross being outlined by the stars Alpha, Epsilon, Gamma, Delta, and Beta. Albireo (Beta) in the Swan, is a beautiful double star, the components being golden-yellow and blue. Unfortunately they cannot be seen with an opera glass, and it is a severe test even for a field glass. Near the Swan is the Harp (Lyra) with its bluish-white Vega, while south of the Swan is the Eagle with its leading brilliant Altair. It is interesting to compare the varied colors of Altair, Vega, Spica, Arcturus, and Antares. The Milky Way curves from the northern horizon around by the east toward the southern horizon. Outlined against it are the constellations Cassiopeia, Cepheus, the Swan, the Harp, the Eagle, the Archer, and part of the Scorpion.

The constellations Capricornus, Sagittarius, Scorpio, Libra, Virgo, and Leo, are zodiacal constellations, and mark the pathway of the planets, which are easily recognized by their superior light and the steadiness with which they shine. During the month of July Mercury reaches its greatest eastern elongation (greatest apparent angular distance from the sun) on the 22nd, and will be visible in the evening at that time. Venus is the morning star rising about an hour before the sun in the early part of the month, and is easily seen toward the east in the morning. Mars is an evening star, passing thru the constellation Leo, and seen toward the west in the early evening during July. It is interesting to compare its ruddy hue with the bluish-white, first magnitude star Regulus in Leo, otherwise known as Cor Leonis or Alpha.

Jupiter will be a glorious object during the month of July, and is moving southeastward in Virgo. It will be at quadrature, that is half way between conjunction and opposition on July 24. Since Jupiter takes nearly twelve years in going around the sun, it follows that the planet takes a whole year in passing thru one of the zodiacal constellations.

(Continued on page 12.)



The Constellations at 9 p.m., July 1, 1899.



## The School Journal,

NEW YORK AND CHICAGO.

WEEK ENDING JULY 1, 1899.

### Silver Anniversaries.

One of the things to be most profoundly thankful for is the silver anniversary of the head of an educational system or institution. It marks the beginning of the recognition of expert knowledge, experience, and professional merit in school work. Two of these anniversaries which are particularly noteworthy, are those of Mr. James L. Hughes, as inspector-superintendent of the schools of Toronto, Ontario, and of Mr. F. B. Spaulding as principal of the high school of Montclair, New Jersey. Few men in the secondary school field have so uniformly satisfactory a record as Mr. Spaulding. There has been steady progress in all departments of his work from the beginning. He has watched closely the development of new ideas and has kept his school up to date in every respect. The town of Montclair is proud of its high school, as it rightly should be. The silver anniversary was more than a perfunctory affair. It was a festival of rejoicing in which the people of the place and near-by towns joined with a will.

Mr. Hughes is one of the great educators of the present day, by unanimous consent the strongest city school superintendent in America. He combines a deep and comprehensive knowledge of the best educational theory and practice with sound expert judgment and wonderful practical skill. As an author of educational books he has endeared himself to many thousands of educators in the United States and Canada as well as in Great Britain, India, Australia and South Africa. His "Mistakes in Teaching" has been for many years one of the three best selling books for teachers. He is an interesting and influential speaker. His broad sympathy and cheerful disposition have kept him young and enthusiastic. It will be a surprise to most of his personal friends to hear that he has long since passed the fifty mark. About fifteen hundred friends were present to rejoice with him on the completion of his twenty-fifth year as inspector of the schools of Toronto. A full report and the testimonial will be given in THE SCHOOL JOURNAL next week. May his life and vigor long be spared to render service to the cause of education.

### Will it be Governor Draper?

The Republicans of Illinois have chosen "Judge" Andrew S. Draper to be their standard bearer in the approaching gubernatorial campaign. Dr. Draper is one of the giants in the educational field. Like Horace Mann, with whom he has much in common, he started out as a jurist, but Providence soon pointed out a more important place to him. The state of New York is indebted to him for its model plan of uniform graded examinations of teachers, the city of Cleveland for the rational reorganization of its public school system, and Illinois university for its increased efficiency and the wider interest taken in its welfare since he assumed the presidency. There is little doubt that he will be elected, as Illinois is normally strongly Republican. It is time that a man with

high educational conceptions should be put in the governor's chair. Under the Tanner regime educational progress has been frequently obstructed by petty political jobbing. The people of the great state of Illinois will not tolerate it any longer. Tannerism must end.

### Chicago College of Instruction.

A new impetus has been given to professional instruction in the West by the founding of a School of Instruction in Teaching by Mrs. Emmons Blaine, of Chicago. A fine building is to be erected and the school opened in July, 1900, for a summer session. Col. F. W. Parker is to be the principal, and W. S. Jackman the dean. Others from the Chicago normal school that will assist are: Misses Baber, Rice, Cooke, Stillwell, Van Hozen, Latham, Crawford, Mitchell, Alen, Warren, Chisholm, Fleming, Hollister, Mrs. Gudrun Thompson, Messrs. Carl Khroh, and Ira B. Meyers.

There will be two schools, as is usual in institutions of this character—an academic and a professional school. The former will have kindergarten, primary, grammar, and secondary grades, and also give two years of college work. The latter will prepare teachers for kindergarten, elementary, secondary, or normal schools, or even colleges, or those who may desire to become specialists in manual or physical training, art, elocution, science, geography, and history.

There will be four sessions—in autumn, winter, spring, and summer—the latter open to all teachers who may desire to attend.

Col. Parker will here attempt to solve the problem of showing what the school can do when it is furnished with proper teachers. It is conceded that the time of the pupil at present is largely frittered away by the inefficient teachers provided. While this school cannot furnish many teachers it can present an ideal of teaching that will effect the processes employed thruout the entire country. Col. Parker's work in Quincy, Mass., probably increased the efficiency of the public school system twenty-five per cent. In this new field he will be able to bring all his experience and thought to bear and the effect will be felt in every school.

We think it a most fortunate thing for education that a person was found who saw the supreme need of the times; there are school buildings, school funds, and school children, but there is but little real teaching. There are few in this country who can train teachers. Col. Parker was born to interest teachers to teach properly. He comprehends the curious problem of child growth, and better than any other man in this country if not in the world; he was sorely hampered in the Cook county school, for the ordinary school official is unable to understand the processes of a real normal school. The trustees of the new school will not be politicians but men of comprehensive judgment, who will co-operate in the effort a man of decided genius as a teacher will make to impart his power to others.

This will be the second of this kind of schools; the first was the Teachers college, of New York city, which has achieved a remarkable success because it considered the problem of right teaching an unsolved one. The fault of most of our normal schools is that a cut-and-dried system is fixed upon; the pupil learns this and sup-

poses himself to be a teacher—a great mistake.

The numerous experiments made in the Cook county normal school during the sixteen years Col. Parker was at its head will be a productive foundation for the new school; he is to be accompanied by many of his associates—a fortunate thing, for they have imbibed his enthusiasm and his ideas. Chicago has added one more to those distinctions that seem to gather there in these later years and stamp her as a city where men not only make money but know how to spend it beneficently.

### Popular Education in Prussia.

A brief note published in *The Nation* for June 15 throws some light on the actual condition of affairs as regards popular education in Prussia. The facts as here shown would indicate that the general opinion held in America of the character of work done in Prussian schools is altogether a mistaken one. The statement is made that "The proverbial excellence of the Prussian system of popular education is once more disproved by the recent debates in the Landtag. The scarcity of agricultural labor during certain seasons has led the land owners of the eastern provinces to urge the passage of a law by which the time and duration of school sessions shall be made to depend more largely than heretofore on 'local conditions.' In the course of the debate it was shown that there are large districts in Pomerania where the children attend school only during the early morning hours between 5:30 and 9:30. Half-day schools are common in other places. In the province of Posen the dearth of teachers is such that a thousand positions are vacant, and there are schools where two hundred children or more are under the charge of a single teacher. Elsewhere, children under nine years of age are not admitted to school for lack of room. (See the *Pedagogische Zeitung*, May 11, 1889.) It is surprising that in Mecklenburg, which in political matters is so far behind Prussia, the number of pupils intrusted to one teacher does not exceed 50, about one-half of the average in Prussia, while even in Saxony, probably the most advanced of all German states in matters of popular education, the average number of children to one teacher is seventy-three. It is evident that the efficiency of the school depends largely upon this proportion."

### Earning One's Way at College.

There is a good bit of truth in this which Mr. Norman Hapgood, writing in the *New York Commercial Advertiser*, has to say about earning one's way thru college. It is perhaps a little overdrawn:

"While to certain men a college education is nearly indispensable, while a few of the students that work their way thru college really seem to obtain all they hope from it, too many find that, except in mere book learning, they have had to do without most of the benefits they had hoped for. A student shoveling coal every spare moment to pay his expenses does not generally come into the broad culture and acquaintance from four years at college that he expected. A college graduate enters the real life of the world in some ways better prepared, in some worse, for its struggles. The college prepares a

man for the polite walks of life. To a certain degree it unfits him for any other. But the polite paths are desperately overcrowded, and the others a man would best enter young."

### Prin. Dwyer Honored.

It isn't very often that a candidate is proposed for a five thousand dollar position in a metropolitan school system without his knowing anything about it. This honor has come to Dr. John Dwyer, one of the most progressive principals of the schools of New York city. Two assistant superintendents were to be elected and it was generally believed that both Mr. Straubenmueller and Mr. Elgas would be chosen to succeed themselves. But while the commissioners of education were unanimous in the re-election of Mr. Straubenmueller only twelve of them voted for Mr. Elgas, while six cast their votes for Dr. Dwyer, much to the latter's surprise and without any solicitation from him, and yet there are those who doubt Tammany's strict adherence to a policy of non-interference in public schools affairs.

The silver anniversary of THE SCHOOL JOURNAL has brought congratulatory letters from everywhere. All of them speak in most generous terms of the part Mr. Amos M. Kellogg has taken in the upbuilding of American education. Thanks are extended to the writers. The letters are to be collected and bound together in a memorial volume and presented to Mr. Kellogg as a loving cup from which he may draw many refreshing and inspiring draughts in years to come.

Dr. J. Scott Clark, head of the department of English language in Northwestern university, who presented last week a plan for "The Study of English Prose Classics as a Means of Rhetorical Training," will conduct a course in educational literature in *Educational Foundations* next year. The general history department will be in charge of Supt. Chancellor, of Bloomfield, N. J., who contributed the very interesting article on "Present Aspects of History."

*Educational Foundations* is a unique series of monthly text-books for the study of pedagogy, psychology, literature, and general history. It receives the warm support of leading educators everywhere, who recognize the importance of its mission. In the Souvenir number last week, were given announcements of the reading courses for the new volume beginning in September. The price is only \$1. a year. You will surely be interested if you once know its purpose and working plan. Many teachers' institutes, reading circles, high and normal schools, and a few pedagogical departments in universities have adopted it as one of their regular texts. It is the only publication in its peculiar field.

Hardly had General Wheeler won the fight at Santiago when plans began for the education of Cuban children. As soon as Porto Rico came under American control it was planned to introduce the study of English and to enlarge the school system. The idea at the bottom of American civilization is enlightenment. It is true that of itself it is not all a child needs, nor all a race needs but it is of vast importance.



## The Busy World.

### The Dreyfus Case.

The Dreyfus case, which has made political parties and unmade cabinets, still dominates political affairs in France. After struggling for some time with the difficulties of the situation the Dupuy ministry passed out of existence and President Loubet had much trouble in securing one to replace it. Finally M. Waldeck-Rousseau succeeded in forming a cabinet, which is, to say the least, a remarkable one.

The appointment of the Marquis de Gallifet as minister of war is an extraordinary example of the way in which the Dreyfus case has revolutionized political conditions. He has been dreaded for years past on account of his monarchical sympathies, and on account of the rigorous manner in which he took part in suppressing the Commune. His entrance into the cabinet is doubtless due to his favorable attitude toward Dreyfus. The new cabinet, while a strong combination, and one wholly favorable to Dreyfus, can scarcely be expected to have a long career. The Dreyfusites are delighted with it, and the anger of the anti-Dreyfusites knows no bounds.

A scene occurred in the chamber of deputies on June 27 which well illustrates the state of feeling. Paul Deroulede proposed a revision of the constitution when the uproar in the chamber became so great that the session had to be suspended. The keynote of the situation, as showing the feeling against the Jews, seems to have been struck by M. Drumont when he said "that the Jews have called their reserve men into action. The Jews," he continued, "have hitherto governed France occultly, but now they drop the mask and order the Gallifets and Millerands, who have long been in their pay to cease their bickering and unite in a ministry preludeing a final cabinet with Rothschild as president of the council, Dreyfus, minister of war; Reinach, foreign minister; Piquart, minister of arts, and Zadoc Kahn, minister of religion, which shall govern France."

In the meantime Dreyfus is reported to be on his way to France on the French cruiser *Sfax*. Reports have been spread that he has already landed, and the excitement in France has been great. The government has done every-

thing to throw mystery around his movements, evidently fearing violence, and not without cause. It is known that his prison at Rennes has been prepared for him. The anti-Dreyfusites are rabid; the members of the Patriotic League are said to be planning to kill him while in prison at Rennes.

The latest report is that the *Sfax*, with Capt. Dreyfus on board, has not yet arrived at Brest, and there are many rumors and suppositions as to the cause of the delay.

It is common talk among officers and political men that Lieut.-Col. Du Paty de Clam, the accuser of Dreyfus and Piquart, has tried to commit suicide twice since being put in the Cherche-Midi prison a fortnight ago. He is held in absolute solitude, not even his wife being allowed to see him.

A comprehensive review of the history of the Dreyfus affair from its beginning to the developments spoken of in the above article will appear in THE SCHOOL JOURNAL next week.



### The Heavens for July.

(Continued from page 9.)

Saturn travels even more slowly than Jupiter, taking twenty-nine and one-half years to go around the sun, therefore it requires more than two years to pass thru each sign. During the month of July we must look for it south of Ophinchus, between the constellations Scorpio and Sagittarius. It is easily distinguished by its steady light and yellow color, making a fine contrast to the ruddy Antares near by.

Uranus is well placed for observation, being in Scorpio and a little west of Antares. Uranus is of a greenish tint, and is distinctly visible to the unaided eye on a dark night as a star of the sixth magnitude. Uranus takes eighty-four years in going around the sun, requiring therefore seven years to pass thru each of the twelve zodiacal constellations. Neptune is not well placed for observation, since it is at present between the constellations Gemini and Taurus, which are not among the constellations visible in the evening skies during the summer months. Neptune takes one hundred and sixty-four years in going around the sun, and requires, therefore, about thirteen years in passing thru each zodiacal constellation.



The French Court of Cassation which decided upon a revision of the Dreyfus Case.



## The Educational Outlook.

### Cuban Education Under Spain's Control.

The recent investigation of the school system of Cuba, Porto Rico, and the Philippines has revealed a remarkable state of affairs. This condition of education in the Spanish colonies must certainly be a large factor in the cause of Spain's downfall.

John E. Smith and William T. Echoff have been appointed by Commissioner of Education Harris, to assist the military in reforming educational matters in the islands. All the details of the system have not yet been decided upon; however the introduction of the English language into the schools is assured, and as rapidly as possible American customs and ideas will be applied. Owing to the war, the schools were closed for a long period, but upon their reopening they grew rapidly. Even under the old teachers the schools are now in a more prosperous condition than they were under Spanish influence. This tends to show that lack of good instruction is not the fault of the people.

As a study of the educational history of our new possessions, the report of Mr. Packer is interesting. The law under Spanish rule required that a high school should be in operation for every 10,000 inhabitants: in 1899 there were only six in Cuba. The only kindergarten on the island is under private control. The night school does not exist there. In 1891 the total population of Cuba was 1,432,199, and at that time there were in operation 355 elementary schools. Had the Spanish authorities lived up to the law, it would have necessitated the erection of 1,515 additional schools.

Until the last century there were no schools at all in Cuba. The first was that of the Bethlehemite Fathers, in Havana, established by Don Juan F. Corballo. Another was established during the sixteenth century at Santiago. These two schools were the sole source of learning in the colony for three centuries.

Science and literature are held in high esteem in Havana. The publications along these lines are on a par with those of our own country, in many branches of learning. In fact the private organizations are uniformly more active than the institutions under governmental control.

### Important Changes in Newark.

NEWARK, N. J.—Dr. Edmund O. Hovey, for over twenty-eight years in charge of the Newark high school, has, at his own request, been relieved of the principalship. For several years past Dr. Hovey has found, owing to his own ill-health and the increased responsibility of a growing school, that he was compelled to depend more and more upon others for aid. Much of this extra work has fallen upon Mr. Byron C. Mathews, the first assistant, who has almost entirely re-organized the boys' department since the removal of the school to the new building last spring. The credit for the re-organization of the girls' department is due chiefly to Miss Clara W. Greene, the efficient vice-principal of the school. There is talk of going out of town for a new principal, but the local feeling is strongly in favor of the promotion of Mr. Mathews to the principalship. Dr. Hovey, it is said, would gladly accept a position under him. It is only just that he should be given the preference. The only reward that a faithful servant of the school can obtain at the hands of the people is promotion whenever an opportunity arises.

Mr. Joseph Clark has also resigned the principalship of the Normal training school. He, too, will, it is said, retain his connection with the public school system of which he has been a part for forty-six years. He will probably be placed in charge of the new Seventh avenue school. Mr. Clark is succeeded by Mr. W. Spader Willis, principal of the Fifteenth avenue school.

### Dr. Hailmann's Re-election.

DAYTON, OHIO.—At the last regular meeting of the board of education, Dr. W. N. Hailmann was re-elected superintendent for a term of two years. One year was quite sufficient to convince an impartial observer that his original appointment was wise and for the good of Dayton schools. Dr. Hailmann has brought to the schools a broad and liberal idea of education. The instructors who have come in contact with him during the past year, have learned that they are more than mere machines, and that enthusiasm and variety of method are valuable qualifications for a teacher.

### N. Y. State University Convocation.

ALBANY, N. Y.—The meeting of the convocation, held June 26-28, was of unusual interest to all tax-supported schools in the state, as one afternoon was devoted entirely to the discussion of unification of educational interests. This subject specially concerns the high schools, as it involves their relation to the public and to the state.

The subjects for discussion and the speakers were as follows: "Qualifications of high school teachers. The state has decreed that the proper equipment for an elementary school

teacher is at least a secondary school education with one additional year of professional training. Ought not secondary schools to require for their teachers a college education, to which at least one year of professional training has been added if such training was not part of the college course, progress toward this standard however being made gradually?" Supt. William H. Maxwell, New York; Dean James E. Russell, Teachers college, New York; Prof. Charles DeGarmo, Cornell university; Pres. Edwin A. Alderman, University of North Carolina; Inspector George B. Aiton, Minneapolis.

"Unification of state supervision of education in New York." State Supt. Charles R. Skinner, Deputy State Supt. D. E. Ainsworth, Pres. William J. Milne, N. Y. State normal college; Hon. Charles Z. Lincoln, chairman statutory revision commission; Pres. James M. Taylor, Vassar college; Chanc. James R. Day, Syracuse university; Prin. D. C. Parr, Glens Falls.

"Disciplinary Schools." Paper by Supt. Horace S. Tarbell, describing a successful experiment in Providence, of providing for pupils either greatly above or below average ability.

"Should colleges accept more electives for entrance?" Prin. Arthur Marvin, Schenectady Union classical institute; Prin. Thomas O. Baker, Yonkers high school; Prin. Charles C. Ramsay, Durfee high school, Fall River, Mass.; Prin. Fred. W. Atkinson, Central high school, Springfield, Mass.; Pres. Robert Ellis Jones, Hobart college.

"The relations of our schools and colleges to New York state paleontology." John H. Clarke, Ph. D., state paleontologist.

"Use and Abuse of text-books in high schools and colleges." Prin. Charles W. Evans, Elmira free academy.

The annual addresses will be given by Chancellor Anson Judd Upson, and Pres. William R. Harper, of the University of Chicago. Pres. Harper's subject will be "Waste in Education."

### Deaf Pupils Study Music.

BOSTON, MASS.—At the Horace Mann school for the deaf the children are studying music, standing about the piano, upon which the teacher accompanies them; they sing with all the ease and confidence of those in possession of all the senses. The deaf children after a course of instruction, become exceedingly sensitive to musical vibrations, and by laying a hand upon the instrument or upon the chest of the singer, they can determine, not only pitch, but volume as well.

This musical training assists in teaching the deaf to speak. Under ordinary circumstances, the deaf children use no emphasis; but by means of music, they learn to appreciate phrasing and expression. So far as known, this is the only school in which this method of teaching is used.

### Attack on Ontario Schools.

OTTAWA, P. Q.—Addressing the Carlton County Teachers' Association Prin. Grant, of Queen's university, dealt a hard blow at the Ontario public school system. He stated that Ontario had passed from a state of disorganization to a worse stage of organization, in the blind belief that all that was needed was more organization. In the old stage everything depended upon the pupil's own independence. Now his individuality is crushed. Too much time is given to the written examinations. Above all the study of abstracts, of broad relationships, and the like, is everywhere given preference to the concrete and particular, regardless of the fact that not one mind in a hundred is capable of dealing correctly with abstractions.

### Not an Anti-Expansion Row.

CHICAGO, ILL.—The resignation of William Deering as president of the board of trustees of Northwestern university created considerable surprise in the Methodist denomination and led to rumors that it was the result of Mr. Deering's disapproval of recent anti-expansion utterances made by Dr. Henry Wade Rogers, president of the university. Mr. Deering denies emphatically the truth of this report, and states that, while he disapproves Dr. Rogers' course in giving public expression to opinions which the majority of Americans regard as treasonable, he has not been in any way influenced by his feeling in the matter. He had long ago intended retiring, realizing that on account of his deafness and feebleness he had ceased to be of especial service to the university.

### Private Enterprise in Worcester.

WORCESTER, MASS.—The Worcester Civic Club has made arrangements to conduct a vacation school for one hundred boys, together with four playgrounds for younger children. It is hoped that the public will be impressed with the value of the work and that another year the school board will take the matter in hand. The cost is estimated at about two dollars per pupil for a term of five weeks.

### Reforms Under Superintendent Andrews.

PITTSBURG, PA.—Things are brightening here. Our new superintendent, Samuel Andrews is on the move. His inaugural address before the central board of education, June 13, was to the point. He not only made numerous progressive recommendations, but the most important one was acted upon

at once and rules adopted to carry it out. This abolishes all examinations for admission to the high school excepting in mathematics and languages. Provision is also made to remand to the district schools such pupils as shall be found unequal to the high school work during the first four months of the year. There is general rejoicing over this change, as it is approved almost unanimously by teachers of both the high and district schools. It is looked upon as prophesying the progressive character of the new superintendency. It shows also that Supt. Andrews has the prompt and hearty support of the central board in his new plans.

#### In French Schools.

Dr. Charles C. Rounds enjoyed last winter and spring a most delightful trip abroad. Ten years ago he made some study of the French system of schools. Last year he went again for further study along similar lines. He had letters to several men who have been at the front in the educational movements of the last quarter century and he received every possible courtesy. He visited every grade of school from the *maternal* thru the *lycee* and professional schools. He made a careful examination of the normal schools in Paris, St. Cloud, and Fontenay-aux-Roses. Dr. Rounds believes that it would be difficult to find in France any schools equal to our best. The French can learn much from us, altho we have something to learn from them. American teachers are glad to have him back again and many will have an opportunity to hear him at institutes and other educational meetings. He is at present lecturing in Iowa.

#### Presidency of Ohio State University.

COLUMBUS, OHIO.—Dr. W. O. Thompson, president of Miami university, has been called to the presidency of Ohio State university. The trustees of Miami have increased Dr. Thompson's salary and it is possible that he may be persuaded to remain.

#### New York Society for Child Study.

The Society for Child Study will meet for a conference July 6. at Utica, as a section of the State Teachers' Association. Dr. Edgar Dubs Shimer will be the leader. The subjects for discussion are: What is the Creed of Child Study? The Reading of the Titles of Set Papers; How to Study the Individual Child in the Class-room, and Why.

In connection with the program of the State Teachers' Association, Dr. Edgar Dubs Shimer, assistant superintendent of New York city, gives a brief sketch of the child study and what it aims to accomplish. He says:

"This society has an existence separate from the New York State Teachers' Association, with which it affiliates annually as a section. It has its own constitution, officers, and membership roll. It was organized for the avowed purpose of focusing the more or less scattered efforts of the teachers of the state upon some definite lines of child study. For one reason or another this purpose has not yet been accomplished.

"There is no gainsaying the fact that as a rule the every-day class-room teacher has fought shy of the society and its meetings. A careful investigation into the reasons of this aloofness reveals the truth that the large majority of teachers look upon the study as a mere fad, with no direct bearing on immediate needs. Whether this state of affairs reflects credit or discredit upon the leaders of the movement or on the body of teachers is not now the point at issue. The present problem for solution is, how to conduct the Child Study section meeting to be held in conjunction with the State Teachers' Association on July 6, 1899, so that the teachers, the principals, and the superintendents who attend its session may interchange thought pleasantly and profitably, with no lukewarm interest or flagging attention, and without the fatigue attendant upon statistics, the plotting of curves, and the classification of a multitude of particulars under various physiological rubrics.

"In the first place there will be but one session, in the morning, beginning promptly at ten o'clock, and not lasting beyond the dinner hour. In the next place, no set papers are to be read. Carefully prepared papers, intended to keep a busy teacher well informed and up to date, will be printed and forwarded to the members periodically. During the past year the members of the society received by mail six articles in print worth to them more than their membership fee of fifty cents.

"In view of a short, sharp, and spirited session, with no fear of being bombarded by paper ammunition, and at liberty to join the open discussion to be allowed at any point in the program, no teacher need hesitate to attend this section meeting, and then, if it seems worth while, join the ranks of the society for the sake of becoming an earnest fellow worker and contributor. Salt is a good thing, but it must be brought into contact with what is to be savored. It must not be kept barreled up. So thoughts want air or they stagnate. It is expected, therefore, that many teachers will attend this meeting and air their views, no matter how much of a breeze they may raise. This will help to clear the child study atmosphere, dissipate fogs, and bring into view common interests. Thus hope will be revived at the sight of an attainable goal. New purposes will be formed because of a deeper insight into the relations that exist between the true teacher and the one that is truly taught."

#### New York City.

The Normal college held its thirtieth annual commencement June 22. Short addresses were made by Joseph J. Little, chairman of the board of trustees, and George M. Van Hoesen, chairman of the executive committee. There were 130 graduates in the academic department, 260 in the normal classes, and six post graduates.

New York city is to have a commercial high school where boys can be thoroly fitted for a business life. The course of study will cover four years. The school will occupy the new building on West Sixty-sixth street.

The list of successful candidates for entrance to the College of the City of New York has been prepared. Out of 1,443 applicants who presented themselves, 866 were successful.

#### The Brooklyn Principalship.

The contest over the principalship of the new high school in Brooklyn is becoming heated. There are two leading candidates: Channing Stebbins, of grammar school No. 77 and W. T. Vlymen, recently elected associate superintendent. Mr. Stebbins' friends assert that he is eminently the man for the place; that he some time ago elected to remain in the narrower field of school management rather than take an associate superintendency, and that those who, like Mr. Vlymen, took the opposite course, should be content with what they have. On the other hand, the friends of Mr. Vlymen see no reason why he should be barred out of the contest by reason of his superintendency. They believe that a man should always be allowed to seek a position which carries a higher salary. The high school principal will receive \$5,000, while the associate superintendents have but \$4,500.

What adds piquancy to the situation is the fact that Mr. Vlymen is a Democrat, Mr. Stebbins a Republican. It is clear that some people are trying to inject partisan politics into the contest.

#### De Hirsch Fund.

The portion of the De Hirsch fund allotted to America is to be used in bettering the condition of residents in Brownsville, a thickly populated Hebrew quarter of Brooklyn. A suitable building will be secured and fitted up with library, reading-room, and gymnasium, besides being equipped for educational purposes.

#### Closing Exercises—Public School No. 34.

The commencement exercises of Public school No. 34, at 108 Broome street, of which Mr. Cecil A. Kidd is principal, were held Tuesday afternoon. The general work accomplished by this school during the past year has been more than commonly satisfactory, especially in the matter of attendance and discipline. The principal and teachers have succeeded in so enlisting the interest of the pupils that tardiness and absences have been reduced to a minimum; indeed, it is likely that this school holds the record for New York city in this respect. Realizing the importance to the learner of self-control, Mr. Kidd has also laid especial stress upon the feature of military precision and exactness in all united movements of the pupils with most gratifying results.

The exhibit of work in drawing, reflects credit upon both teachers and pupils.

A pleasant feature of the closing exercises was the music rendered by the Glee club, conducted by Mr. Hoffman, one of the teachers. The boys sang in four parts without music, and have evidently had the benefit of skilful training. Diplomas were awarded by Commissioner Stern to the sixty five graduates who had passed the entrance examination to the city college and high school.

#### Requirements for Teachers.

The candidate for the lowest grade of teachers' license must be at least eighteen years old. She must possess the following qualifications:

First—Graduation from a high school or academy having a course of study of not less than four years, approved by the state superintendent of public instruction; graduation from a school or class for the professional training of teachers having a course of study of not less than thirty-eight weeks, approved by the same authority.

Second—Graduation from the New York state normal school or an equivalent institution for the professional training of teachers in which at least thirty-eight weeks were spent in professional study and practice, and in which scholastic training, equivalent to a course of at least four years in an approved high school was required before entering upon the course of professional training. To teach in Manhattan or Brooklyn, one year's successful experience as a teacher is required in addition.

Third—Graduation from a university or college approved by the regents of the University of the State of New York, provided the graduate has taken a course of at least one year in pedagogy.

Fourth—Holding a state certificate granted since 1875 and passing the professional test required by the charter, provided the holder has been actively engaged in teaching during the two years immediately preceding application for a New York



city license. In addition an examination prescribed by the city superintendent must be passed.

Fifth—Passing an academic and professional examination taken with three years' successful experience in teaching. In Manhattan and the Bronx five years' successful experience in teaching in graded schools and the completion of a two years' course in the School of Pedagogy, approved by the state superintendent of public instruction, are required as qualifications for admission to this examination.

The regents' examination is only for applicants for positions as high school teachers.

#### A Roman Catholic Business School.

There is already in New York at least one notable business high school. St. Ann's Commercial academy, Seventy-seventh street and Lexington avenue comes under this head. It was founded several years ago by Rev. Father Tetreau, pastor of St. Jean the Baptist's church, and received the warm support of Archbishop Corrigan. It is directed and taught by the Marist Brothers, whose congregation was founded in France in 1817. The academy has grown to such an extent that additions costing \$300,000 are to be made the coming summer.

#### Union of Interests.

A certificate of consolidation was recently filed, joining the Educational Alliance and the Hebrew Free School Association, under the name of the Educational Alliance. The object of the corporation is to promote the religious, moral, and physical condition of the residents of New York city, especially those professing the Jewish religion.

### Briefer Items of Live Interest.

MONTCLAIR, N. J.—A reception was held last week in honor of Prof. Randall Spaulding, who has been superintendent of the Montclair public schools for twenty-five years. The First Congregational church was elaborately decorated for the occasion. The township officers were present, J. H. Parsons, chairman of town council presiding. A musical program was rendered by the school children.

Prof. Spaulding took charge of Montclair schools when they were of the district school type. They are now among the first in New Jersey, and the high school is one of the finest of its kind in the country.

CRAWFORDSVILLE, IND.—Pres. George S. Borroughs, D.D., has resigned the presidency of Wabash college to accept the chair of Semitic languages at the Oberlin Theological seminary, Oberlin, Ohio. Dr. Borroughs was graduated from Princeton in 1873. He came to Wabash college from Amherst, where he was professor of Bible instruction and the college pastor.

WASHINGTON, D. C.—M. Jules Cambon, the French ambassador, has received the degree of doctor of laws from Harvard, in recognition of his services toward the conclusion of peace between the United States and Spain. This is the first instance in which an American college has so recognized a foreign diplomat.

BOSTON, MASS.—Somewhat in the line of recent utterances by American millionaires was a protest by Rev. Dr. Donald, rector of Trinity church, against women's colleges. His idea seemed to be that women are spoiled by education for the duties of society; that too great cultivation of the intellect is antagonistic to the social instincts.

LONDON, ONT.—The half-yearly meeting of the London Teachers' Association took place on June 4, J. B. Merchant presiding. Mr. William Liddicoatt delivered an address on "The Use and Value of Time Charts in Teaching History." There were also papers by C. A. Barnes, C. B. Edwards and others.

HOLYOKE, MASS.—The recent commencement exercises at Mt. Holyoke college were attended by President and Mrs. McKinley. Miss Grace McKinley, a niece of the president, was one of the graduates. The president presented the diplomas to the seniors and made a short address. The college conferred upon Mr. McKinley the degree of doctor of civil laws.

TOPEKA, KAN.—The trustees of Washburn college at their recent annual meeting elected William Conger Morgan to succeed Prof. Lovewell, of the chair of physics and chemistry. Miss Charlotte M. Leavitt was appointed instructor in literature and head of the young women's department.

The eighth annual catalog of the University of New Mexico has been issued, giving announcements for the year 1899-1900. The university has been in successful operation for six years, and in that time has issued twenty diplomas.

PROVIDENCE, R. I.—The librarian of Brown university, Reuben Aldridge Guild, died May 14. He has held the place for nearly fifty years. He was graduated from Brown in 1847 and was made librarian the following year. He held the position until 1893 when he was made librarian emeritus.

MILWAUKEE, WIS.—The Woman's Club of this city has undertaken the responsibility of a vacation school during the

coming summer. An attendance of 400, with half-day sessions, will be provided for. The studies pursued will be manual training, sewing, cooking, drawing, music, natural history. A corps of competent teachers has been engaged.

ST. LOUIS, MO.—The latest gifts to Washington university are \$250,000 from Mr. Samuel Cuppes for two engineering buildings, equipped, and \$100,000 from Mrs. John E. Liggett for a dormitory to be erected as a memorial to her husband. Since it was decided to remove the university to a new site at Forest park the contributions foot up \$1,630,000.

CHARLESTON, S. C.—By the will of the late James School-bred Gibbs, this city comes into possession of \$100,000 to be devoted to the establishment of a school of the fine arts.

A municipal art league is being planned for Chicago. Its general object will be the furtherance of art in the community. It will interest itself in providing adequate sculptural and pictorial decorations for the public buildings and parks of the city, in beautifying the streets and in securing proper decoration of the school-houses.

NEWARK, N. J.—An exhibit of manual training, including both wood work and sewing was held at the public drawing school, 55 Academy street, June 16, 17, and 19.

MONTGOMERY, ALA.—State Supt. Abercrombie has sent out notices to the county superintendents of a meeting to be held in Birmingham, June 27. A permanent organization of the county officers of education is to be made.

NEW YORK.—The eleventh annual commencement of Teachers' college, the first under the management of Columbia—took place at the college, 120th street and Amsterdam avenue, June 8, at 10:30 A. M. Dr. William DeWitt Hyde, of Bowdoin college, delivered the address to the graduates, of whom there were fifty-two. Dr. Russell stated that the college was now free from incumbrances and well fitted for the next year's work.

IOWA CITY, IA.—Last week the corner stone of the new collegiate building of the State University of Iowa was laid. The structure is to cost \$175,000. The old capitol of Iowa stands near by, and the site of the new building is the spot upon which the Indians of the territory, as it was then, held their last war dance, in 1843. Governor Leslie M. Shaw, presided, and short addresses were made by Dr. Patrick, of the university, and others.

CHICAGO, ILL.—Last week 250 women took their examinations for eligibility as kindergarten teachers. Assistant Supt. Boyer gave the usual test ordered by the board of education. Most of the applicants were graduates of some kindergarten college; those who were not presented credentials which would show sufficient preparation. This last requirement is new this year. Questions covered the main points in works of Froebel, Pestalozzi, and Comenius. In the afternoon the applicants were given an examination in kindergarten practice, at games, songs, and occupations.

ALBANY, N. Y.—Forty-five college graduate certificates have been issued to teachers in this state, from the department of public instruction, since January 1, 1899. Since the first of May sixty-four teachers have received state certificates.

At the last commencement, the honors in the University of California were carried off by women, who won the first four places in class standing. Miss Liby Hohfeld, of Harrisburg, Pa., gained the medal this year. Miss Hohfeld is only twenty-two years old, and is said to have attained the highest average ever received by a graduate of the university.

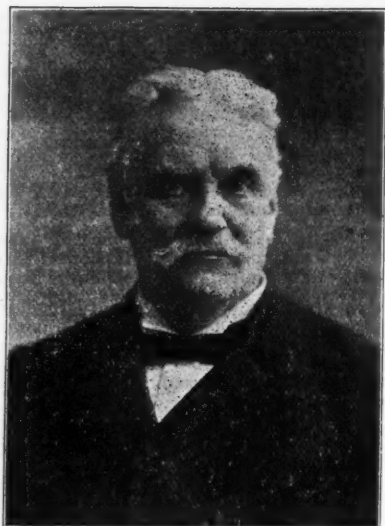
AMHERST, MASS.—In connection with the commencement exercises, the trustees have announced the election of Prof. George Harris as President of Amherst college. Prof. Harris has been connected with Andover Theological seminary for a number of years.

CHICAGO, ILL.—Pres. William R. Harper, of the University of Chicago, has severed his connection with Chautauqua. He has been for twelve years head of the collegiate department, and a member of the board of trustees.

Dr. Harper's resignation came about as the result of his efforts to transfer several departments of the Chautauqua work to Chicago, the assembly, however, to remain at Lake Chautauqua, N. Y. Chautauqua is a Methodist enterprise, and prominent members of that faith, considered this removal to Chicago as practically breaking up the organization.

WEST CHESTER, PA.—Dr. Henry H. Goddard has been elected to the chair of pedagogy at the West Chester normal school vacated by the election of Dr. Smith as principal of the Mansfield normal. Dr. Goddard is a graduate of Haverford college and has just completed a three years' course at Clark university, where he has been a fellow and lecturer during the past year. He is a native of Maine, has had a large and successful experience in teaching and comes to his new position thoroughly well equipped for his work. Prof. T. C. Cherry, principal of the normal school at Bowling Green, Ky., has also been added to the West Chester faculty, and Miss Jennie C. Heath, teacher of vocal music in Manchester, N. H., becomes one of the music teachers.





Prin. N. P. BROWNING, Buffalo, N. Y., who may become a Candidate for Superintendent of Education in Buffalo this Fall.

Buffalo still continues its antiquated plan of electing the superintendent of education by popular vote at a general election, each political party putting up a candidate. Some say that Supt. Emerson is not willing to go again thru the excitement of a political campaign. Others believe that there is no doubt about his re-nomination and re-election, but politics is uncertain. There are several candidates willing to enter the field. Most prominent among them is Principal N. P. Browning, a member of the executive committee of the New York State Council of Grammar School Principals and one of the managers of the Principals Association of Buffalo.

Mr. Browning started his career as a teacher in a district school and was then successively in charge of the village

schools of Akron, Tonawanda, and Williamsville, N. Y. His satisfactory work resulted in his selection as school commissioner of Niagara county, after which he came to Buffalo. He has charge of public school No. 38, which has become, thru his good management and painstaking efforts, one of the most efficient grammar schools in Buffalo. His friends are confident that his good record and his popularity among teachers and citizens will induce his party to nominate him this fall for superintendent of education.

### Changes in Michigan.

The legislature has adjourned and the new educational bill failed to pass. This failure has precipitated two resignations, that of Miss Harriett M. Scott, of the Detroit Training school and the Washington normal, and Frederick L. Bliss, principal of the Central high school. Mr. Bliss wrote his resignation in April, 1898, but was persuaded not to present it until his friends had made another attempt to secure different school legislation. Miss Scott wrote her resignation during the attack upon her school several months since. Both resignations were handed to Supt. Martindale, June 17.

Frederick Leroy Bliss was appointed principal of the high school in the summer of 1887, while W. E. Robinson was superintendent of schools. Mr. Bliss succeeded Lawrence S. Hull as principal. He was graduated at the University of Michigan, and held a position in Jackson high school before going to Detroit.

Dr. Nicholas Murray Butler gave the commencement address at the Michigan State Normal college at Ypsilanti, Dr. E. Benjamin Andrews the address at Albion college, and Dr. Andrew S. Draper the address at the Michigan Agricultural college.

Supt. Samuel B. Laird, of Lansing, has been appointed associate professor of pedagogy at the State Normal college. He is succeeded by Clarence E. Holmes, principal of the Lansing high school. Mr. Holmes' successor has not been selected.

W. J. McKONE.

Albion, Mich.

The University of Rome (Italy) has a woman as Private Docent of Law, Dr. T. Labriola, daughter of one of the university professors.

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## Educational Trade Interests.

A movement has been started to procure from Congress a reduction of postage on author's manuscripts passing between the author and publisher. It is contended that this should go as third-class matter, as is the case in Great Britain.

An enterprising blind peddler of Maine, who sells almanacs thru the state, found that his profits were decreasing on account of the enterprise of various book agents. So he carried with him on his route a petition to the legislature excluding book agents from the list of those who might peddle without a license unless they were disabled veterans or were blind. He obtained a list of 22,000 signatures and the law was passed. Now book agents, subscription agents, students and teachers must pay \$3 in towns of less than 1000 inhabitants and from that up to a maximum of \$20 in the larger cities for the privilege of selling books. As there is a supreme court decision making a tax on persons selling goods as agents of firms located in other states an interference with state commerce and therefore unconstitutional, the law simply punishes citizens and publishers of the state of Maine.

Mr. D. C. Heath, of the firm of D. C. Heath & Co., of Boston, was a guest at a reception given a short time ago, by the lord high commissioner of Scotland and the Countess of Levin and Melville.

A contract has been entered into by which the Chautauqua assembly buys the franchises now owned by Dr. Theodore Flood, of Meadville, Pa, in the *Chautauquan Magazine* and the *Assembly Herald*, and the franchise of Flood & Vincent in the publication of Chautauqua text-books. The *Chautauquan* will be removed to Cleveland, O., in October.

There has been a consolidation of the interests of the firms of Harper & Brothers and Doubleday & McClure Company. This union is in the interest of economy and efficiency. It is somewhat peculiar in that the two firms are in origin and character so dissimilar. The Harpers are one of the oldest concerns in the country, their original establishment in Cliff

street dating back to 1811, while the McClure firm is hardly ten years old and represents primarily the syndicate methods. It is understood that both Mr. Doubleday and Mr. McClure will be admitted as members of the firm of Harper & Brothers.

Bids for furnishing stationery supplies to the New Haven schools were opened June 15.

William Ware, of the school book publishing firm of William Ware & Company, Boston, died at Milton, Mass., May 16, aged fifty. His firm was formerly that of Brewer, Tileston & Company.

The firms who have thus far made arrangements to be represented in the Liberal Arts division of the Paris exposition are D. Appleton & Company, The Century Company, J. B. Lippincott Company, George Barrie & Sons, Rand, McNally & Company, Ginn & Company, Little, Brown & Company, Lothrop Publishing Company, Dana Estes & Company, Small, Maynard & Company, Herbert, Stone & Company, D. Van Nostrand Company, W. R. Jenkins, and A. S. Barnes & Company. The Grolier and other book clubs are making arrangements for elaborate displays. Applications for space should be made to A. S. Capehart, Auditorium, Chicago, Ill.

Georges S. Graves, of Springfield, Mass., has sold out his interests in the Phelps Publishing Company, of Springfield and Chicago, and the Orange Judd Company, of Springfield, New York and Chicago, to Herbert Myrick and associates. The two companies are publishers of several periodicals; among others of the *Springfield Homestead*, *The Farm and Home*, *The American Agriculturist*, *The Orange Judd Farmer*, and *The New England Homestead*. The last three have in the aggregate 200,000 subscribers. The new management does not differ essentially from the old. Frederick Harris, of the Third National Bank, of New York, becomes treasurer of the Orange Judd Company, and H. H. Bowman, of Springfield, has been elected treasurer of the Phelps Company. On the joint directorate of the concerns are W. G. McIntyre, of New York, Howard Mansfield, of New York, and Tilly Haynes, of Boston. Mr. Myrick has been in New York during the past months perfecting some of the arrangements.

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The June number of D. Appleton & Company's "Fiction Bulletin" contains a choice and representative list of recently published works of fiction. The bulletin is finely illustrated. It will be sent free to any address on request.

Lee & Shepard have removed to far more convenient and attractive quarters at 202 Devonshire street, Boston,—quarters which are in keeping with the new life that has been infused into their business under the management of W. F. Gregory.

The firm of Copeland & Day has retired from the publishing business. No concern in the country has maintained a higher standard of integrity in craftsmanship and in commercial standing.

Edward J. Goldberg, formerly with Rand, McNally & Company, is now in the employ of Laird & Lee, of Chicago. He arrived in New York recently after an extended and satisfactory trip thru the West.



## The N. E. A. Exhibit at Los Angeles.

The exhibit in connection with the N. E. A. convention will be a most attractive one, altho it may not be quite so complete as that made at Washington last July. The distance of Los Angeles from the business centers of the East renders the expense for freight an important item, especially to the dealers in art works for school-room decoration.

### AMONG THE PUBLISHERS.

The American Book Company will be represented by Mr. J. A. Greene and Mr. J. R. Fairchild, of New York, Mr. Arthur Cooper, the Eastern representative of the house, Mr. L. M. Willman and Maj. A. M. Clancy, of Chicago. The representatives of A. B. C. will make the Westminster hotel their headquarters, and will have on exhibition their latest publications.

Messrs. D. Appleton & Company will be represented by Mr. Hayes.

The Morse Company will be represented by their Western agents in San Francisco.

The interests of Messrs. D. C. Heath & Company, Maynard, Merrill & Company, Ginn & Company will be cared for from their

several Western offices. It is probable that Houghton, Mifflin & Company will send a representative from the Boston house.

Novello, Ewer & Company, music publishers, will be represented at Los Angeles by Mr. H. William Gray, who will take with him copies of their recent publications, particularly the new "Primer" of the "Novello Music Course."

Harper & Bros. will probably be represented by Mr. W. S. Shearer, their Western agent.

Mr. H. T. Damsen, general agent of the University Publishing Company, will go to Los Angeles himself.

Messrs. Longmans, Green & Company, A. Lovell & Company, The Macmillan Company, and the H. P. Smith Publishing Company, will not send representatives.

Silver, Burdett & Company, and the Werner School Book Company will probably be represented from Chicago.

The Milton Bradley Company will send a representative from Springfield.

The J. C. Witter Company will probably have some exhibition at the meeting, but owing to the difficulty of transportation they will be unable to make such a beautiful display as they had in Washington last summer.

The Prang Educational Company will have a large showing of their art specialties and school drawing supplies, which will in all probability be in charge of their Pacific coast representative.

On the whole, in spite of the various difficulties in the way of transportation, the exhibit will be one of the most important features of the meeting, and one which no progressive teacher can afford to miss. There will be the usual display of school supplies and apparatus, together with the many additions and improvements made during the past year.

## THE SCHOOL JOURNAL

(Established 1870), published weekly at \$2.00 per year, is a journal of education for superintendents, principals, school boards, teachers, and others who desire to have a complete account of all the great movements in education. We also publish *THE TEACHERS' INSTITUTE*, monthly, \$1 a year; *THE PRIMARY SCHOOL*, monthly, \$1 a year; *EDUCATIONAL FOUNDATIONS*, monthly, \$1 a year; *OUR TIMES (Current Events)*, semi-monthly, 50 cents a year; *ANIMALS*, monthly, \$1.50 a year; and *THE PRACTICAL TEACHER*, monthly, 30 cents a year. Also Books and Aids for teachers. Descriptive circular and catalog free. E. L. KELLOGG & CO. 61 E. Ninth Street, New York.

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### The Publishers' Congress.

The third annual meeting of the International Publishers' Congress, was held at Stationer's Hall, London, Eng., June 7. The prominent British, Continental, and American publishing houses were represented. John Murray, president of the Publishers' Association presided. Among the American delegates were D. C. Heath, of D. C. Heath & Co., Boston, G. H. Plimpton, of Ginn & Company, New York; E. O. Silver, of Silver, Burdett & Company, New York, Herbert S. Steiger, New York; W. W. Appleton, of D. Appleton & Company, New York, and president of the American Publishers' Copyright League; Harry B. Barnes, New York; C. F. Chichester, of The Century Company, New York; F. H. Dodd, of Dodd, Mead & Company, New York; J. Henry Harper, of Harper & Brothers, New York, vice-president of the Copyright League; a representative of Lea Brothers & Company, Philadelphia, and G. Hoven Putnam, of G. P. Putnam's Sons, New York.

D. C. Heath read a short paper on "The Need of More Complete Protection of Copyright in Educational Works." During the discussion he suggested that the government be asked to require publishers of new educational books to file with the proper authorities, presumably the Educational Department, detailed specifications, showing the plan upon which the book is to be, or has been, written. If these specifications are filed with the Educational Department, in preference to the Copyright Department of the government, they may be examined and passed upon more rapidly, and with more satisfactory results.

Mr. Heath recommended at the close of his address, that this subject be fully discussed at the next annual meeting of the congress.

### Death of Mr. Lane.

Frederick H. Lane, for many years connected with the firm of Silver, Burdett & Company, died at his home in Babylon, L. I., Saturday evening, June 19. While on a recent trip he received a sunstroke from which he recovered sufficiently to return to his work. But he suffered a relapse while at Syracuse, so severe that he had to be sent home. The funeral services were

conducted by Babylon Lodge, No. 793, F. and A. M. The remains were removed to Oswego.

Mr. Lane was born at Oswego, N. Y., May 14, 1867. After a common school education, he was graduated from the State normal school at Oneonta. In 1889, he was chosen principal of the Union school at Babylon, where he remained for five years. He resigned to accept a position in Long Island City. This he left after a short time to enter upon work with the publishing firm of Silver, Burdett & Company, with whom he remained until his death. The firm valued his services highly, and it is understood that he would shortly have been given an interest in the business had he lived. Mr. Lane was a man of scholarly tastes. His unflinching uprightness of character and kindly disposition made him many friends. Mr. Lane leaves a wife, one son and a daughter to whom cordial sympathy is extended in their deep bereavement.

### State Text-Books for Idaho.

Ever since 1893, a free text-book law has been in operation in the state of Idaho. This is the sixth year under the law, and the contracts for furnishing the books have expired. Governor Stuenkel appointed a commission of five to meet at Boise to receive bids for new books for the schools of the state. The members chosen for this commission are: W. M. Perkins, state superintendent; Permeal Smith, Pres. W. J. Boone, D. C. Van Buren, and Flora A. North.

The commission met May 1, and after receiving bids, chose besides the books for usual school work, many supplementary texts. The following is a partial list of the books:

Readers, Stepping Stones to Literature.

Spelling, The Model Speller.

Writing, Barnes.

Arithmetic, Hall.

History, Mc Masters.

Geography, The Natural.

English Grammar and Language, Higher Lessons, Hyde's Two Books, and Wheeler's Lessons in Language.

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That for the high and uniform grade and quality of work we furnish, we cannot do it for as little money as the cheap grades of work on the market, but there is no manufacturer can offer you furniture at prices sufficiently lower that the difference will justify your acceptance, if comfort and health to pupil, ease of adjustment, mechanical ingenuity, and simplicity are taken into consideration.

Write us fully, stating your requirements and we will do all we can to please you. While our prices may not be the lowest they are consistent with the quality of goods we produce, and are regulated by cost of material and labor, and will be the same to every purchaser, if by mail or otherwise. All our transactions are free and independent from any trust or combination of manufacturers, and we assure to our customers fair, prompt, and honorable treatment at all times.

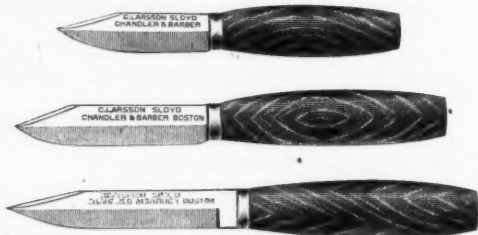
## School Equipment.

Under this head are given practical suggestions concerning aids to teaching and arrangement of school libraries, and descriptions of new material for schools and colleges. It is to be understood that all notes of school supplies are inserted for purposes of information only, and no paid advertisements are admitted. School boards, superintendents, and teachers will find many valuable notes from the educational supply market, which will help them to keep up with the advances made in this important field.

Correspondence is invited. Address letters to Editor of THE SCHOOL JOURNAL, 61 East 9th street, New York city.

### New Desk Top and Bench.

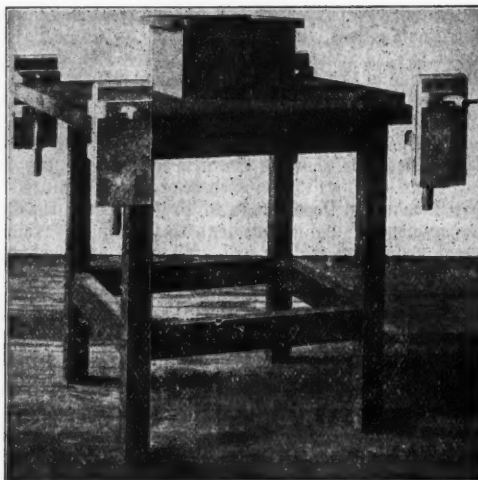
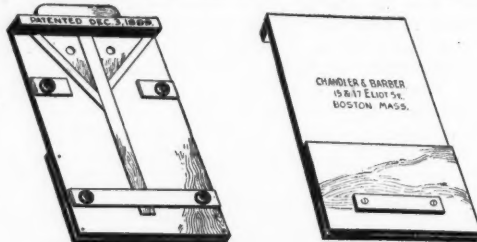
This is a useful and convenient piece of apparatus recently put upon the market by Chandler & Barber, Boston, Mass. The whittling board or desk top can be fitted underneath with a T-square and angles, the desk beneath being protected from scratching by four feet buffers. With the above equipment and the tray to hold knives, which was described in this paper not long since, the pupil has, in a very compact form, all that



is necessary to carry on whittling in the school-room. Very little care or trouble keeps the apparatus in order. The same firm have recently announced three different knives for whittling work. Two different lengths of American steel, and one of Swedish steel, all at a very low price.

An illustration is also shown of Chandler & Barber's No. 4 bench, which is a low-priced arrangement accommodating four pupils for elementary manual training. This shows four adjustable vises which can easily be removed to enable the bench

to be used for modeling or other work. The center has provision for the tools, with the saws in the center. This entire top



can also be removed when necessary. The top is made of heavy, hard wood, and is a very substantial bench at a low cost.



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De Quincey's *Flight of a Tartar Tribe*. (Revol of the Tartars.) Edited by CHARLES SEARS BALDWIN, Ph.D. (1900.) Cloth, \$0.30; Boards, \$0.24.

Pope's *Homer's Iliad*, Books I., VI., XXII., and XXIV. Edited by WILLIAM H. MAXWELL, A.M., and PERCIVAL CHUBB. (1900, 1901, 1902.) Cloth, \$0.38; Boards, \$0.32.

Cooper's *The Last of the Mohicans*. Edited by CHAS. F. RICHARDSON, Ph.D. (1900, 1901, 1902.) Cloth, \$0.45; Boards, \$0.40.

Dryden's *Palamon and Arcite*. Edited by WILLIAM T. BREWSTER, A.M. (1900.) Cloth, \$0.38; Boards, \$0.28.

*The Sir Roger de Coverley Papers*, from "The Spectator." Edited by D. O. S. LOWELL, A.M. (1900, 1901, 1902.) Cloth, \$0.38; Boards, \$0.32.

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## School Law.

### Recent Legal Decisions.

Compiled by R. D. FISHER.

#### Election of Trustee—Teacher's Contracts.

1. The election of a school trustee, tho made after the day set therefor by statute, gave him right to the office, and a teacher's contract made by the board, of which he thus became a *de facto* member was valid.

2. His election validated his acts, and it was also competent, in an action to enforce the contract, to show that he was recognized as trustee by the county superintendent and others. (*Whitman vs. Owens*, County Supt., Miss., S. C., May 1, 1899.)

NOTE.—Lilly Whitmen, appellant herein, was selected by the acting trustees of White public school, as teacher for the scholastic year, and her selection as such teacher was duly notified to T. S. Owen, the county superintendent of Bolivar county. Appellant was a licensed teacher. One of the trustees had been selected by the patrons and the superintendent assumed that his election was void and consequently ignored the action of the trustees in selecting Appellant. The superintendent removed the trustee and appointed another in his stead, and the new board selected another teacher but she declined the place, whereupon the county superintendent, of his sole authority appointed and contracted with Miss Ray to teach the White school. The appellant brought this action to enforce her rights, and the court, on appeal, reversing the trial court, holds that the original contract with Miss Whitmen was valid and entitled her to the contract to teach the school.

#### Contractor's Bond.

In an action against a bond or surety company the court held:

1. That where a school corporation took a bond from a contractor for the erection of a school-house, conditioned for the faithful performance of his contract and payment for all work and material used in the building, the sureties are directly liable to persons furnishing labor or materials, for which the contractor failed to pay.

2. That the school corporation is not a necessary party to an action by a laborer or material man on such a bond.

(*American Surety Company, et al. vs. Joseph C. Lauber et al.* Ind. App. C., June 2, 1899.)

#### Orders by Directors.

1. Under the revised statutes of 1871, authorizing the director and clerk of a school district to issue orders on the treasurer for money in his hands, an order to pay out funds, which the treasurer would not have until after a future tax levy, is invalid.

2. Orders issued by a director and clerk of a school district for material for a school-house exclude the assumption that they were issued in attempted exercise of the power to borrow money for that purpose.

(*Scott vs. Board of School Directors, etc.* Wis. S. C., May 16, 1899.)

#### School Boards—Removal of Members.

1. Under the Consolidated School laws of New York state, allowing a person aggrieved by any decision or act of local school officers to appeal to the state superintendent of public instruction, whose decision on such appeal shall be final, relates only to appeals from decisions of local officers in the administration of laws relating to the common schools, and does not apply to an order made by him in the first instance removing school officers from office which no local officer has any power to do, and such proceeding, therefore, are subject to review by the courts.

(*People ex rel. Light et al. vs. Skinner State Supt., N. Y. C.* of App., May 12, 1899.)

NOTE.—As a rule state statutes make the decision of a state superintendent on questions appealed to him final. But it is quite manifest that the decisions of the superintendent, which are made final and exempt from review by the courts, are those on appeal to him from the decisions of local officers in their construction and administration of the law relating to public schools. The provisions of the statute exempting his decisions from review do not apply to an order made by him in removing school officers from office.

#### Mandamus to School Board.

1. This was an application for a writ of mandamus to compel the board of education to accord school privileges to the relator. The facts showed that the parents of the relator had fixed their residence and lived in the city of El Reno, and had established their home there; that the relator had attended the public schools of that city continuously until a time when his parents separated, and by such separation destroyed the com-



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mon home; that, thereafter the testimony was conflicting as to whether the parents, or either of them, had afterwards established another permanent home, the facts having been included in the judgment of the court below that they had not established such a permanent home, and that the relator had been taken by his father to Enid for a year, and had there lived at boarding houses, and had then returned to El Reno, and had been enumerated, under the statutes of the territory, as a child of school age during the year 1895 and 1896, and had been refused school privileges at the time of the beginning of this suit, in Feb., 1897. Upon this state of facts, the writ of mandamus was allowed, requiring the school board to provide school privileges for the relator.

2. Evidence tending to show that the parents of the infant who sought relief in court had not acquired any other home or residence, having been included in the judgment of the court below, and evidence having been adduced to show the conclusion which the court arrived at, the finding of fact will not be disturbed here.

(Board of Education of City of El Reno vs. Hobbs, Oklahoma S. C., May 10, 1899.)

#### Right of Women to Vote.

Under the statute of Illinois the right of a woman to vote at school elections is held to be limited to women who are citizens. A foreign-born woman whose husband has filed a declaration of intention, but has not yet become a citizen, is denied the right to vote.

(Dorsey vs. Bingham. Ill. S. C., 42, L. R. A., 809.)

#### Reading From the Bible.

The reading of extracts from the Bible, emphasizing the precepts of the Ten Commandments, as a supplemental textbook used at the close of the sessions, when any pupil may be excused upon application of parent or guardian, is held to be no infringement of the constitutional guarantees against compelling persons to support or attend places of worship or to pay taxes for the support of teachers of religion, and not to be in violation of the provisions against appropriations of public money or property to religious sects, societies, or seminaries.

(Pfeiffer vs. Board of Education, etc. Mich. S. C., 42 L. R. A., 536.)

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English students of the French language will find amusement and profit in the reading of *La Grammaire*, an exceedingly witty comedy, by Eugene Labiche. It is edited with introduction and notes, by Herman S. Piatt, Ph.D., assistant professor of Romance languages, University of Illinois. The principal character in this comedy is Coboussat, a provincial bourgeois with more ambition than culture, a favorite type in French comedy. His chief purposes, as represented by the play, are to achieve political distinction and conceal his ignorance. (Ginn & Company, Boston.)

*The Wooster Primer*, by Lizzie E. Wooster, is based on actual school-room work. The words selected are those which are familiar to most children. All the new words used in each reading lesson appear diacritically marked with that lesson. The words are repeated a sufficient number of times, that the children do not forget them. Review lessons are given consisting of old words made into new sentences. All the principal features of the lesson are brought out by the illustrations. The use of color work in the illustrations adds to their attractiveness and makes the lessons more pleasing to the children. The lessons follow each other in logical order, and the little people who appear in the illustrations are carried thru the book. The language, writing, drawing, number work, and stick-laying exercises are all carefully graded to suit the needs and capabilities of pupils in first-year work. (Crane & Company, Topeka, Kan.)

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The Blickensderfer typewriters are being used extensively in the schools, and are well liked because they are light, neat, simple, beautifully constructed, durable, and do good work. As showing the prosperity of the Blickensderfer Manufacturing Company it may be stated that they have lately taken the seven-story building at 325 Broadway, N. Y., where the Blickensderfer machine and also a large line of desks, filing cabinets, etc., are on exhibition.

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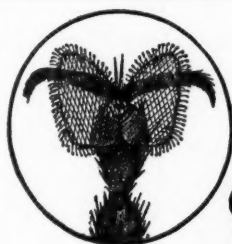
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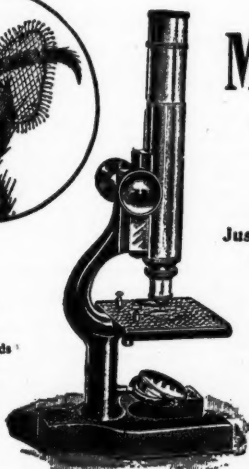
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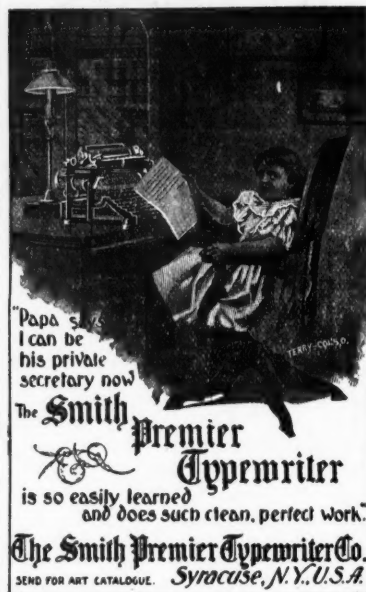
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Reserve Liabilities	233,058,640 68
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